

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**THE INFLUENCE OF JOB DEMANDS AND JOB
RESOURCES ON TEACHER'S WELL-BEING IN
NATIONAL PRIMARY SCHOOLS IN KOTA SETAR
DISTRICT, KEDAH**



MADIHAH BINTI MUHAMMAD

**MASTER OF HUMAN RESOURCE MANAGEMENT
UNIVERSITI UTARA MALAYSIA
2020**

**THE INFLUENCE OF JOB DEMANDS AND JOB RESOURCES ON
TEACHER'S WELL-BEING IN NATIONAL PRIMARY SCHOOLS
IN KOTA SETAR DISTRICT, KEDAH**

By

MADIHAH BINTI MUHAMMAD



UUM
Universiti Utara Malaysia

**Thesis Submitted to
School of Business Management,
Universiti Utara Malaysia,
In Partial Fulfilment of the Requirement for the
Master of Human Resource Management**



**Pusat Pengajian Pengurusan
Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

Universiti Utara Malaysia

PERAKUAN KERJA KERTAS PENYELIDIKAN
(Certification of Research Paper)

Saya, mengaku bertandatangan, memperakukan bahawa
(I, the undersigned, certified that)

MADIHAH BINTI MUHAMMAD (824016)

Calon untuk Ijazah Sarjana
(Candidate for the degree of)

MASTER OF HUMAN RESOURCE MANAGEMENT

telah mengemukakan kertas penyelidikan yang bertajuk
(has presented his/her research paper of the following title)

**THE INFLUENCE OF JOB DEMANDS AND JOB RESOURCES ON TEACHER'S WELL-BEING
IN NATIONAL PRIMARY SCHOOLS IN KOTA SETAR DISTRICT, KEDAH**

Seperti yang tercatat di muka surat tajuk dan kulit kertas penyelidikan
(as it appears on the title page and front cover of the research paper)

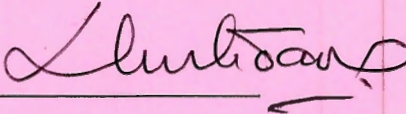
Bahawa kertas penyelidikan tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.

(that the research paper acceptable in the form and content and that a satisfactory knowledge of the field is covered by the research paper).

Nama Penyelia
(Name of Supervisor)

: **PROF. DR. KHULIDA KIRANA BT. YAHYA**

Tandatangan
(Signature)

: 

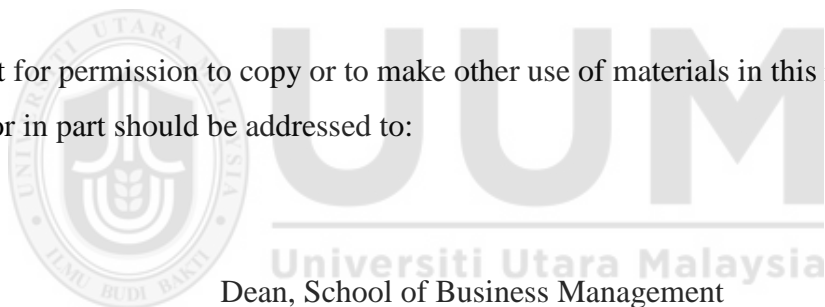
Tarikh
(Date)

: **25 APRIL 2020**

PERMISSION TO USE

In presenting this research paper in partial fulfilment of the requirements for a postgraduate degree from the Universiti Utara Malaysia (UUM), I agree that the Library of this university may make it freely available for inspection. I further agree that permission for copying of this research paper in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor(s) or in their absence, by the Dean of School of Business Management where I did my research paper. It is understood that any copying or publication or use of this research paper parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the UUM in any scholarly use which may be made of any material in my research paper.

Request for permission to copy or to make other use of materials in this research paper in whole or in part should be addressed to:



Dean, School of Business Management

Universiti Utara Malaysia

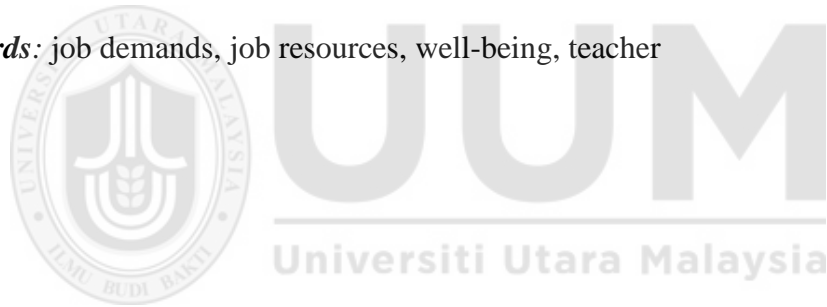
06010 UUM Sintok

Kedah Darul Aman

ABSTRACT

The issue of teacher's well-being requires the attention of the management of the Ministry of Education Malaysia, as the teacher's well-being is closely related to the success of the national education aspirations. Teachers with high personal well-being can function well in their job, and this will directly contribute to the formation and achievement of students, which is the ultimate motive in the teaching profession. Based on the Job Demands-Resources model (JD-R model), this study examines the relationships between the positive aspects of job resources, the negative aspects of job demands, and the teacher's well-being. Online questionnaires were distributed to 14 national primary schools in Kota Setar District, Kedah. A total of 261 teachers answered the surveys, with a response rate of 55.5%. Data were analysed using SmartPLS 3.0. The results reveal that low student motivation, time pressure, and value consonance have a significant effect on teacher's well-being. This study is expected to provide valuable guidance and input to relevant ministries and educational agencies as well as researchers on improving and strengthening teacher's well-being.

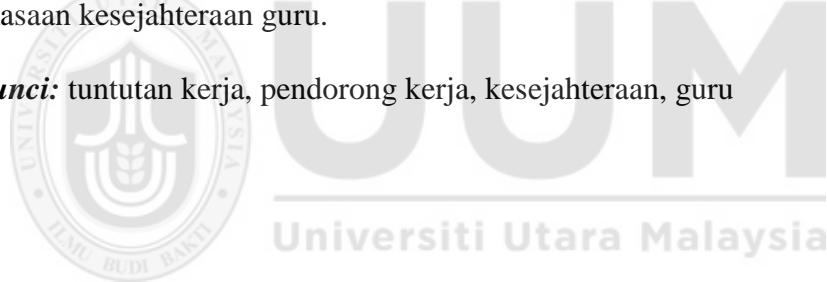
Keywords: job demands, job resources, well-being, teacher



ABSTRAK

Isu kesejahteraan guru memerlukan perhatian yang sewajarnya daripada pihak pengurusan Kementerian Pelajaran Malaysia memandangkan kesejahteraan guru berkaitan rapat dengan kejayaan aspirasi pendidikan negara. Guru yang mempunyai kesejahteraan diri yang tinggi mampu berfungsi dengan baik dalam tugasannya, dan ini secara langsung akan menyumbang kepada usaha pembentukan “kemenjadian” murid yang menjadi motif utama profesion perguruan. Berdasarkan model *Job Demands-Resources* (model JD-R), kajian ini mengkaji hubungan di antara aspek positif positif “pendorong kerja” (*job resources*), aspek negatif “tuntutan kerja” (*job demands*), dan kesejahteraan guru. Soal selidik dalam talian telah diedarkan kepada 14 buah sekolah kebangsaan di Daerah Kota Setar, Kedah. Seramai 261 orang guru telah menjawab soal selidik ini, dengan kadar respons sebanyak 55.5%. Data dianalisis menggunakan SmartPLS 3.0. Hasil kajian mendapati motivasi pelajar yang rendah, tekanan masa dan nilai keserasian mempunyai hubungan yang signifikan dengan kesejahteraan guru sekolah kebangsaan. Kajian ini diharap dapat memberi panduan dan input berharga kepada pihak kementerian dan agensi pendidikan yang berkaitan serta pihak penyelidik untuk langkah penambahbaikan dan pemerkasaan kesejahteraan guru.

Kata kunci: tuntutan kerja, pendorong kerja, kesejahteraan, guru



ACKNOWLEDGEMENT

In the name of Allah, Most Gracious, Most Merciful.

All praise belongs to Allah; may His peace and blessings be upon His Messenger, Muhammad (peace and blessings of Allah upon him). First and foremost, I would like to express my humble gratefulness to the Almighty, who granted me the perseverance and the strength to complete this research paper. It is indeed a challenging and meaningful journey.

My sincere appreciation and gratitude to my supervisor, Prof. Dr. Khulida Kirana binti Yahya for her guidance, feedback and advice towards my work. The persistence and carefulness she put into constructing my research paper helped me to finish it promptly on time.

My heartfelt thanks and forever grateful to my beloved husband, parents and family for their understanding, support, continuous prayers and encouragement. Their love lifts me up and they were the real motivation for me to complete this study.

I would also like to express my gratitude for the cooperation given by the Ministry of Education and PPD Kota Setar, Kedah in facilitating this research and giving me permission to carry out the study in selected schools in Kota Setar District, Kedah.

Finally, thank you to all my friends, colleagues and those who directly or indirectly involved in this study for their valuable knowledge sharing, support and prayers.

May Allah bless us all.

TABLE OF CONTENTS

| | |
|--|-------------|
| CERTIFICATION OF RESEARCH PAPER | ii |
| PERMISSION TO USE | iii |
| ABSTRACT | iv |
| ACKNOWLEDGEMENT | vi |
| TABLE OF CONTENTS | vii |
| LIST OF TABLES | xi |
| LIST OF FIGURES | xii |
| LIST OF ABBREVIATIONS | xiii |
| | |
| CHAPTER 1 : INTRODUCTION | 1 |
| 1.1 Background of the Study | 1 |
| 1.2 Problem Statement | 5 |
| 1.3 Research Questions | 11 |
| 1.4 Research Objectives | 11 |
| 1.5 Scope and Limitations of the Study | 11 |
| 1.6 Significance of the Study | 12 |
| 1.7 Definition of Key Terms | 13 |
| 1.8 Organization of the Thesis | 14 |
| | |
| CHAPTER 2 : LITERATURE REVIEW | 15 |
| 2.1 Introduction | 15 |
| 2.2 Well-being | 15 |

| | | |
|--------------------------------|---|-----------|
| 2.2.1 | Definition and Conceptualization of Well-being | 16 |
| 2.2.2 | Measurement of Well-being | 18 |
| 2.2.3 | Previous Study on Well-being | 20 |
| 2.3 | Job Demands | 23 |
| 2.3.1 | Definition and Conceptualization of Job Demands | 23 |
| 2.3.3 | Relationship between Job Demands and Well-being | 25 |
| 2.4 | Job Resources | 30 |
| 2.4.1 | Definition and Conceptualization of Job Resources | 30 |
| 2.4.2 | Relationships between Job Resources and Well-being | 32 |
| 2.5 | Underpinning Theory | 35 |
| 2.5.1 | The Job Demands-Job Resources (JD-R) Model | 36 |
| 2.5.2 | Well-being Theory | 37 |
| 2.6 | Research Framework | 39 |
| 2.7 | Summary | 40 |
| CHAPTER 3 : METHODOLOGY | | 41 |
| 3.1 | Introduction | 41 |
| 3.2 | Research Design | 41 |
| 3.2.1 | Research Strategies | 41 |
| 3.2.2 | Study Setting | 42 |
| 3.2.3 | Unit of Analysis | 42 |
| 3.2.4 | Time Horizon | 42 |
| 3.3 | Operational Definition and Measurement of Variables | 43 |
| 3.3.1 | Job Demands | 43 |

| | | |
|-----------------------------|-------------------------------------|----|
| 3.3.2 | Job Resources | 45 |
| 3.3.3 | Well-being | 47 |
| 3.4 | Data Collection | 49 |
| 3.5 | Population and Sampling | 56 |
| 3.6 | Data Collection Procedures | 58 |
| 3.7 | Pilot Test | 60 |
| 3.8 | Techniques of Data Analysis | 62 |
| 3.9 | Summary | 63 |
| CHAPTER 4 : FINDINGS | | 64 |
| 4.1 | Introduction | 64 |
| 4.2 | Data Collection and Response Rate | 65 |
| 4.3 | Data Screening | 65 |
| 4.3.1 | Missing Value Analysis | 66 |
| 4.3.2 | Assessment of Outliers | 66 |
| 4.3.3 | Data Normality | 67 |
| 4.3.4 | Non-Response Bias | 68 |
| 4.3.5 | Common Method Variance | 69 |
| 4.4 | Descriptive Statistics | 70 |
| 4.4.1 | Demographic Profile | 70 |
| 4.4.2 | Descriptive Variables | 72 |
| 4.5 | PLS-SEM Path Modelling | 73 |
| 4.5.1 | Assessment of the Measurement Model | 75 |
| 4.5.2 | Assessment of Structural Model | 86 |

| | |
|---|----------------|
| CHAPTER 5 : DISCUSSION AND CONCLUSION | 93 |
| 5.1 Introduction | 93 |
| 5.2 Discussion | 93 |
| 5.2.1 Objective 1: To examine the dimension of job demands related to teacher well-being | 94 |
| 5.2.2 Objective 2: To identify the most significant dimension of job demands that influence teacher well-being | 97 |
| 5.2.3 Objective 3: To examine the dimension of job resources related to teacher well-being | 100 |
| 5.2.4 Objective 4: To identify the most significant dimension of job resources that influence teacher well-being | 102 |
| 5.3 Theoretical and Practical Implication | 103 |
| 5.4 Limitation | 106 |
| 5.5 Recommendation for Future Research | 108 |
| 5.6 Conclusion | 109 |
| REFERENCES | 110 |
| APPENDIX A: APPLICATION LETTER TO THE MOE | 131 |
| APPENDIX B: APPLICATION LETTER TO PPD KOTA SETAR, KEDAH | 132 |
| APPENDIX C: APPROVAL LETTER | 133 |
| APPENDIX D: QUESTIONNAIRE | 134 |
| APPENDIX E: PROFILE OF RESPONDENTS | 145 |

LIST OF TABLES

| | | |
|------------|--|----|
| Table 3.1 | Operational definition and items of job demands | 44 |
| Table 3.2 | Operational definition and items of job resources | 46 |
| Table 3.3 | Operational definition and items of well-being | 48 |
| Table 3.4 | Translation of questionnaires | 51 |
| Table 3.5 | Questionnaire structure | 56 |
| Table 3.6 | Number of teachers in national primary school in Kedah | 56 |
| Table 3.7 | Details of multistage sampling | 57 |
| Table 3.8 | List of the chosen national primary schools | 58 |
| Table 3.9 | Reliability of variables | 61 |
| Table 4.1 | Respondent's demographic profile | 70 |
| Table 4.2 | Descriptive analysis of the variables | 73 |
| Table 4.3 | Results Summary for Reliability and Validity of the Constructs | 79 |
| Table 4.4 | Loadings and cross loadings | 82 |
| Table 4.5 | Measurement Model: Discriminant Validity (Fornell-Larcker Criterion) | 85 |
| Table 4.6 | Multicollinearity Assessment | 86 |
| Table 4.7 | Structural Model: Test of Significance for Direct Relationships | 88 |
| Table 4.8 | Coefficient of Determination for Direct Relationships: R-Squared | 89 |
| Table 4.9 | The Assessment of Effect Size (f^2) | 91 |
| Table 4.10 | Predictive Relevance (Q-Square) Value | 92 |

LIST OF FIGURES

| | | |
|------------|--------------------------------|----|
| Figure 2.1 | Research framework | 39 |
| Figure 3.1 | A two-step process of PLS path | 63 |
| Figure 4.1 | Measurement model | 78 |



LIST OF ABBREVIATIONS

| | |
|---------|---|
| MOE | Ministry of Education |
| NUTP | National Union of the Teaching Profession Malaysia |
| JPN | Jabatan Pendidikan Negeri |
| PPD | Pejabat Pendidikan Daerah |
| JD | Job demands |
| JR | Job resources |
| SPSS | Statistical Package for Social Sciences |
| TP | Time pressure |
| DP | Discipline problem |
| LSM | Low student motivation |
| SC | Supportive colleagues |
| SS | Supervisory support |
| CSC | Collective school culture |
| VC | Value consonance |
| EE | Emotional exhaustion |
| DM | Depressed mood |
| PR | Psychosomatic responses |
| SK | Sekolah Kebangsaan |
| PLS-SEM | Partial Least Squares Structural Equation Modelling |

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Education is an agenda that can influence the quality and civilization of a nation. A nation is considered backwards if it does not have a sound education system. Without the education system, the country cannot provide knowledge, skills, and proper conduct to its people, which can be used to develop the country. One of the famous quotes from Nelson Mandela that will always be remembered is “education is the most powerful weapon which you can use to change the world” (Ellis, 2019). To become a better nation, people must have the ability and skills to drive the country towards economic, social and political sustainability. In this context, the education sector plays a massive role in developing human capital (Othman & Mohamad, 2014) to increase the levels of knowledge, skills, abilities, values, and social assets of an individual (Marimuthu, Arokiasamy & Ismail, 2009). It is indeed a system for designing and preparing individuals that possess good qualities in life that meet the needs of society. Therefore, the condition of the physical and mental well-being of the people involved in the education system must be given due emphasis to ensure the aspirations of national education could be met.

Over 62 years since independence, there is an improvement at various levels of education where Malaysia strives towards universal primary and secondary education. For example, those in the B40 group were given the opportunities to increase access to quality education, with 60% of spaces in fully residential schools were allocated for this group

REFERENCES

- Abdul Samad, N. I., Hashim, Z., Saidi, M., & Abdullah, H. (2010). Assessment of stress and its risk factors among primary school teachers in the Klang Valley, Malaysia. *Global Journal of Health Science*, 2(2), 163-171. 10.1097/01.ede.0000392452.76957.b9.
- Acton, R., & Glasgow, P. (2015). Teacher wellbeing in neoliberal contexts: A review of the literature. *Australian Journal of Teacher Education*, 40(8). <http://dx.doi.org/10.14221/ajte.2015v40n8.6>
- Ahmad, A., & Salim, S. (2011). The effect of psychological intervention in reducing disciplinary cases among Malaysian secondary school students. *Procedia - Social and Behavioral Sciences*, 30, 2592-2596. 10.1016/j.sbspro.2011.10.507.
- Aldrup, K., Klusmann, U., Lüdtke, O., Göllner, R., & Trautwein, U. (2018). Student misbehavior and teacher well-being: Testing the mediating role of the teacher-student relationship. *Learning and Instruction*, 58, 126-136. 10.1016/j.learninstruc.2018.05.006.
- Armstrong, J. S., & Overton, T. S. (1977). Estimating nonresponse bias in mail surveys. *Journal of Marketing Research*, 14(3), 396-402. <https://doi.org/10.2307/3150783>
- Astro Awani. (2016, March 5). *Man claims teacher beat up son for riding a 'modified' bicycle*. Retrieved from <http://english.astroawani.com/malaysia-news/man-claims-teacher-beat-son-riding-modified-bicycle-97494>

- Astro Awani. (2017, April 24). *Pelajar bermasalah disiplin perlu pendekatan psikologi, bukan kekerasan*. Retrieved from <http://www.astroawani.com/berita-malaysia/pelajar-bermasalah-disiplin-perlu-dididik-guna-pendekatan-psikologi-bukan-kekerasan-140427>
- Babbie, E. R. (2010). *The practice of social research*. Wadsworth: Cengage Learning.
- Bagozzi, R. P., & Yi, Y. (1988). On the evaluation of structural equation models. *Journal of the Academy of Marketing Science*, 16(1), 74-94. <http://dx.doi.org/10.1007/BF02723327>
- Bahari, F, Lin, T., & Wider, W. (2016). The effect of occupational stress on teachers' psychological well-being: Social support as moderator. *Australian Journal of Basic and Applied Sciences*, 10, 54-65.
- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309-328. <https://doi.org/10.1108/02683940710733115>
- Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273–285. <https://doi.org/10.1037/ocp0000056>
- Bakker, A. B., Demerouti, E., & Euwema, M. (2005). Job resources buffer the impact of job demands on burnout. *Journal of Occupational Health Psychology*, 10, 170-80. [10.1037/1076-8998.10.2.170](https://doi.org/10.1037/1076-8998.10.2.170)
- Bartlett, M. S. (1954). A note on the multiplying factors for various χ^2 approximations. *Journal of the Royal Statistical Society. Series B (Methodological)*, 16(2), 296-298.

- Bavanhi, R., & Norasmah, O. (2017). Workload factor encouraging job stress among PT3 teachers in school district Kapit, Sarawak. *International Journal of Management and Applied Science (IJMAS)*, 3(8), 84-90. <http://dx.doi.org/10.6007/IJARPED/v7-i4/4802>
- Bentler, P. M., & Yuan, K. H. (1999). Structural equation modeling with small samples: Test statistics. *Multivariate Behavioral Research*, 34(2), 181-197.
- Bermejo, L., Hernandez-Franco, V., & Prieto-Ursúa, M. (2013). Teacher well-being: Personal and job resources and demands. *Procedia - Social and Behavioral Sciences*, 84, 1321-1325. 10.1016/j.sbspro.2013.06.750
- Bermejo-Toro, L., Prieto-Ursúa, M., & Hernandez-Franco, V. (2015). Towards a model of teacher well-being: Personal and job resources involved in teacher burnout and engagement. *Educational Psychology*, 36(3), 481-501. 10.1080/01443410.2015.1005006
- Bernama. (2018, June 29). *Teacher fined RM900 for beating year one student*. New Straits Times. Retrieve from <https://www.nst.com.my/news/crime-courts/2018/06/385552/teacher-fined-rm900-beating-year-one-student>
- Betoret, F. (2006). Stressors, self-efficacy, coping resources, and burnout among secondary school teachers in Spain. *Educational Psychology - EDUC PSYCHOL-UK*, 26, 519-539. 10.1080/01443410500342492
- Betoret, F. (2009). Self-efficacy, school resources, job stressors and burnout among Spanish primary and secondary school teachers: A structural equation approach. *Educational Psychology*, 29, 45-68. 10.1080/01443410802459234

- Betoret, F. D., Segura, S. L., & Artiga, A. G. (2015). Teacher support resources, need satisfaction and well-being. *Spanish Journal of Psychology*, 18, 1-12. doi:10.1017/sjp.2015.8
- Birch, S. H. & Ladd, G. W. (1997). The teacher-child relationship and children's early school adjustment. *Journal of School Psychology*, 35(1), 61-79. [https://doi.org/10.1016/S0022-4405\(96\)00029-5](https://doi.org/10.1016/S0022-4405(96)00029-5)
- Borneo Post Online. (2019, January 15). *Five initiatives to reduce teacher's work burden*. Retrieved from <https://www.theborneopost.com/2019/01/15/five-initiatives-to-reduce-teachers-work-burden/>
- Brislin, R. W. (1970). Back translation for cross-cultural research. *Journal of Cross-Cultural Psychology*, 1(3), 187-216. <https://doi.org/10.1177%2F135910457000100301>
- Browne, R. H. (1995). On the use of a pilot sample for sample size determination. *Stat Med*, 14, 1933–1940. DOI: 10.1002/sim.4780141709
- Byrne, B. M. (2010) Structural equation modelling with AMOS: Basic concepts, applications and programming.
- Choi, L., Mohan, R., Mohamed, A., & Mohamad, M. (2017). Students' perception on disciplinary measures in public secondary schools in Kedah, Malaysia: A case study. *Journal of Advanced Research in Social and Behavioural Sciences*. 8(1), 77-88.
- Coakes, S. J., Steed, L. G., & Dzidic, P. (2006). *SPSS version 13.0 for Windows: Analysis without anguish*. Australia: John Wiley & Sons.

- Cohen, S. (2004). Social relationships and health. *American Psychologist*, 59(8), 676–684. <https://doi.org/10.1037/0003-066X.59.8.676>
- Collie, R., & Shapka, J., Perry, N., & Martin, A. (2015). Teacher well-Being: Exploring its components and a practice-oriented scale. *Journal of Psychoeducational Assessment*, 33(8), 744-756. 10.1177/0734282915587990
- Cook, C. R., Miller, F.G., Fiat, A., Renshaw, T., Frye, M., Joseph, G. and Decano, P. (2017). Promoting secondary teachers' well-being and intentions to implement evidence-based practices: Randomized evaluation of the achiever resilience curriculum. *Psychology in the Schools*, 54(1), 13-28. doi:10.1002/pits.21980
- D'Angelo, C., Gozzoli, C., & Frascaroli, D. (2015). Teachers' wellbeing/malaise: Which resources and efforts at individual, group and organizational levels? *Procedia - Social and Behavioral Sciences*. 191, 2241 – 2245. 10.1016/j.sbspro.2015.04.491
- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education Policy Analysis Archives*, 8(1), 1-44. Retrieved from <https://epaa.asu.edu/ojs/article/view/392/515>
- Demerouti, E., Nachreiner, F., & Schaufeli, W. (2001). The job demands–resources model of burnout. *The Journal of Applied Psychology*, 86, 499-512. 10.1037/0021-9010.86.3.499
- Desrumaux, P., Lapointe, D., Sima, M., Boudrias, J-S., Savoie, A., & Brunet, L. (2015). The impact of job demands, climate, and optimism on well-being and distress at work: What are the mediating effects of basic psychological need

satisfaction? *Revue Européenne de Psychologie Appliquée/European Review of Applied Psychology*, 65(4), 179-188. 10.1016/j.erap.2015.06.003

Ding, M., Li, Y., Li, X., & Kulm, G. (2008). Chinese teachers' perceptions of students' classroom misbehaviour. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 28(3), 305-324. DOI: 10.1080/01443410701537866

Dodge, R., Daly, A., Huyton, J., & Sanders, L. (2012). The challenge of defining wellbeing. *International Journal of Wellbeing*, 2(3), 222-235. Doi:10.5502/ijw.v2i3.4

Duarte, P. A. O., & Raposo, M. L. B. (2010). A PLS model to study brand preference: An application to the mobile phone market. In *Handbook of partial least squares* (pp. 449-485). Heidelberg: Springer.

Education Act 1996, (2012, January 1). Retrieved from <http://www.agc.gov.my/agcportal/uploads/files/Publications/LOM/EN/Act%20550.pdf>

Elliott, A. C., & Woodward, W. A. (2007). *Statistical analysis quick reference guidebook: With SPSS examples*. SAGE
DOI: <https://dx.doi.org/10.4135/9781412985949>

Ellis, P. (2019, March 28). *Changing the world through education – How Nelson Mandela created the conditions for success*. Retrieved from <https://blog.cambridgeinternational.org/nelson-mandela/>

Ereaut, G., & Whiting, R. (2008). What do we mean by 'wellbeing'? And why might it matter? Department for Children, Schools and Families. Research Report

DCSF-RW073. Retrieved from <https://dera.ioe.ac.uk/8572/1/dcsf-rw073%20v2.pdf>

Evans, J., & Mathur, A. (2005). The value of online surveys. *Internet Research*, 15(2), 195-219. <https://doi.org/10.1108/10662240510590360>

Hair, J., Sarstedt, M., Hopkins, L., & Kuppelwieser, V. (2014). Partial least squares structural equation modeling (PLS-SEM): An emerging tool in business research. *European Business Review*, 26(2), 106-121. <https://doi.org/10.1108/EBR-10-2013-0128>

Falk, R. F., & Miller, N. B. (1992). *A primer for soft modeling*. University of Akron Press.

Forgeard, Marie & Eranda, Jayawickreme & Kern, Margaret & Seligman, Martin. (2011). Doing the Right Thing: Measuring Well-Being for Public Policy. *International Journal of Wellbeing*. 1. 10.5502/ijw.v1i1.15

Fornell, C., & Larcker, D. F. (1981). Structural equation models with unobservable variables and measurement error: Algebra and statistics.

French, J. R. P., Jr., & Caplan, R. D. (1972). Organizational stress and individual strain. In A. J. Marrow (Ed.), *The failure of success* (pp. 30-66). New York: Amacon.

Ghani, M. Z., Che Ahmad, A. & Ibrahim, S. (2014). Stress among special education teachers in Malaysia. *Procedia - Social and Behavioral Sciences*, 114, 4-13. 10.1016/j.sbspro.2013.12.648

Global Education Census Report. (2018). United Kingdom: Cambridge Assessment International Education.

<https://www.cambridgeinternational.org/Images/514611-global-education-census-survey-report.pdf>

- Gold, Y., & Roth, R. (2005). *Teachers managing stress and preventing burnout: The professional health solution*. London: Taylor & Francis e-Library.
- Götz, O., Liehr-Gobbers, K., & Krafft, M. (2010). Evaluation of structural equation models using the partial least squares (PLS) approach. In *Handbook of partial least squares* (pp. 691-711). Heidelberg: Springer.
- Hair Jr, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2016). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Sage publications.
- Hair Jr, J. F., Sarstedt, M., Ringle, C. M., & Gudergan, S. P. (2017). *Advanced issues in partial least squares structural equation modeling*. Sage Publications.
- Hair Jr, J. F., Wolfinbarger, M., Money, A. H., Samouel, P., & Page, M. J. (2015). *Essentials of business research methods*. Routledge.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis*, 7.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis*, 6.
- Hair, J. F., Hult, G. T. M., Christian, M. R., & Sarstedt, M. (2014). *A primer on partial least squares structural equation modeling (PLS-SEM)*, 2.
- Hair, J. F., Money, A. H., Samouel, P., & Page, M. (2007). *Research methods for business*. Education+ Training.

- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). The use of partial least squares (PLS) to address marketing management topics. *Journal of Marketing Theory and Practice*, 19(2), 135-138.
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2013). Partial least squares structural equation modeling: Rigorous applications, better results and higher acceptance. *Long Range Planning*, 46(1-2), 1-12.
- Hair, J., Anderson, R., Tatham, R. and Black, W. (1998) Multivariate data analysis. 5th Edition, Prentice Hall, New Jersey.
- Hakanen, Jari & Schaufeli, Wilmar. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43, 495-513.
10.1016/j.jsp.2005.11.001
- Halbesleben, J. R. B., & Buckley, M. R. (2004). Burnout in organizational life. *Journal of Management*, 30(6), 859–879. <https://doi.org/10.1016/j.jm.2004.06.004>
- Hariyati, A. (2019, February 8). *Usah biar bidang pendidikan dipenuhi individu murung*. BH Online. Retrieved from <https://www.bharian.com.my/rencana/komentar/2019/02/528562/usah-biar-bidang-pendidikan-dipenuhi-individu-murung>
- Henseler, J., Ringle, C. and Sinkovics, R. (2009). The use of partial least squares path modeling in international marketing, Sinkovics, R. and Ghauri, P. (Ed.) *New Challenges to International Marketing (Advances in International Marketing, Vol. 20)*, Emerald Group Publishing Limited, Bingley, pp. 277-319. [https://doi.org/10.1108/S1474-7979\(2009\)0000020014](https://doi.org/10.1108/S1474-7979(2009)0000020014)
- Holmes, E. (2005). *Teacher well-being*. London: RoutledgeFalmer.

- Hopkins, D. (2001). *School improvement for real*. Retrieved from [http://lst-iiiep.iiep-unesco.org/cgi-bin/wwwi32.exe/\[in=epidoc1.in\]/?t2000=013301/\(100\).10.4324/9780203165799](http://lst-iiiep.iiep-unesco.org/cgi-bin/wwwi32.exe/[in=epidoc1.in]/?t2000=013301/(100).10.4324/9780203165799)
- Huang, S., Yin, H. & Lv, L. (2019). Job characteristics and teacher well-being: The mediation of teacher self-monitoring and teacher self-efficacy. *Educational Psychology*, 39(3), 313-331. DOI: 10.1080/01443410.2018.1543855
- Hutcheson, G., & Sofroniou, N. (1999). *The multivariate social scientist*. London: Sage Publications Ltd.
- Ibrahim, A. (2018). *Tekanan kerja dan factor-faktor stress dalam kalangan guru sekolah rendah di Jitra, Kedah* (Master's thesis, Universiti Utara Malaysia, Kedah, Malaysia). Retrieved from <http://etd.uum.edu.my/7547/>
- Ilies, R., Dimotakis, N., & De Pater, I. E. (2010). Psychological and physiological reactions to high workloads: Implications for well-being. *Personnel Psychology*, 63(2), 407-436. DOI: 10.1111/j.1744-6570.2010.01175.x
- Jensen, M. T. & Solheim, O. J. (2019) Exploring associations between supervisory support, teacher burnout and classroom emotional climate: The moderating role of pupil teacher ratio. *Educational Psychology*. DOI: 10.1080/01443410.2019.1673881
- Jumahat, T., Mohd Noor, F., & Ibrahim, M. (2017). Faktor-faktor penentu stres dalam kalangan guru: Sekolah rendah mubaligh di Kuala Lumpur. *Jurnal Kurikulum & Pengajaran Asia Pasifik*, 1(2), 1-11. Retrieved from <https://juku.um.edu.my/article/view/7949>

- Kane, T. J., Rockoff, J. E., & Staiger, D. O. (2008). What does certification tell us about teacher effectiveness? Evidence from New York City. *Economics of Education Review*, 27(6), 615-631.
- Kanesan, A. G., & Arokiasamy, A. (2016). The influence of school culture and organizational health of secondary school teachers in Malaysia. *TEM Journal*, 5, 56-59. DOI: 10.18421/TEM51-09
- Kanesan, A. G., Ling, Y. L., Chen, S. P., & Yusoff, Z. (2016). The influence of workplace happiness towards innovative behavior and affective commitment among the teachers in Northern Peninsular Malaysia. *RA Journal Of Applied Research*, 2(4), 445-450. 10.18535/rajar/v2i4.02.
- Karaj, S. & Rapti, E. (2013). Teacher job stress in Albania: Examining the role of students' classroom disruptive behaviour and other factors in the school context. *Problems of Education in the 21st Century*, 54, 14-21. Retrieved from http://www.scientiasocialis.lt/pec/files/pdf/vol54/14-21.Karaj_Vol.54.pdf
- Kavita, K., & Hassan, N. C. (2018). Work Stress among teachers: A comparison between primary and secondary school teachers. *International Journal of Academic Research in Progressive Education and Development*, 7(4), 60–66. DOI: 10.6007/IJARPED/v7-i4/4802
- Kline, R. B. (2005). *Methodology in the social sciences*.
- Klusmann, U., Richter, D., & Lüdtke, O. (2016). Teachers' emotional exhaustion is negatively related to students' achievement: Evidence from a large-scale assessment study. *Journal of Educational Psychology*, 108(8), 1193–1203. <https://doi.org/10.1037/edu0000125>

- Koca, F. (2016). Motivation to learn and teacher-student relationship. *Journal of International Education and Leadership*, 6(2). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1135209.pdf>
- Krejcie, R.V., & Morgan, D.W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30, 607-610. <https://doi.org/10.1177/001316447003000308>
- Krüger, M. L., Witziers, B., & Slegers, P. (2007). The impact of school leadership on school level factors: Validation of a causal model. *School Effectiveness and School Improvement*, 18, 1–20.
- Kruse, S. D., & Seashore Louise, K. (2009). *Building strong school cultures: A guide to leading change*. Thousand Oaks, CA: Corwin Press.
- Kun, A. (2013). Health, stress, well-being and positive affectivity. In I. Takacs & J. Soos (Eds.), *Psychology*. Budapest: BME GTK; Typotex Kiado. Retrieve from https://www.researchgate.net/publication/263505081_Health_stress_well-being_and_positive_affectivity
- Kyriacou, C., & Sutcliffe, J. (1978). A model of teacher stress. *Educational Studies*, 4(1), 1–6. <https://doi.org/10.1080/0305569780040101>
- Lee, S. (2019, October 4). *Teacher who allegedly stapled boy's ear transferred to another school, says Sabah Education Dept.* The Star. Retrieved from <https://www.thestar.com.my/news/nation/2019/10/04/teacher-who-allegedly-stapled-boy039s-ear-transferred-to-another-school-says-sabah-education-dept>
- Louis, K. (2009). Leadership and change in schools: Personal reflections over the last 30 years. *Journal of Educational Change*, 10. 129-140. 10.1007/s10833-009-9111-4

- Malaysia Educational Statistics. (2019). *Quick Facts 2019*. MOE: Putrajaya.
- Marimuthu, M., Arokiasamy, L., & Ismail, M. (2009). Human capital development and its impact on firm performance: Evidence from development economics. *The Journal of International Research*, 2(8), 265–272. Retrieved from https://www.researchgate.net/publication/26628217_Human_Capital_Development_and_Its_Impact_on_Firm_Performance_Evidence_from_Developmental_Economics
- Maslach, C., Jackson, S., & Leiter, M. (1996). The Maslach Burnout Inventory Manual.
- Maslach, C., & Leiter, M. (2008). Early predictors of job burnout and engagement. *The Journal of Applied Psychology*, 93, 498-512. 10.1037/0021-9010.93.3.498
- Maslach, C. (2003). Job burnout: New directions in research and intervention. *Current Directions in Psychological Science*, 12, 189-192. 10.1111/1467-8721.01258
- McCallum, F., & Price, D. (2016). Teacher wellbeing. In F. McCallum & D. Price (Eds), *Nurturing wellbeing development in education: From little things, big things grow*. New York: Routledge.
- Md Johan, O., & Mohamad Roslan, N. (2010). *Faktor-faktor yang mempengaruhi remaja terlibat dalam masalah sosial di Sekolah Tunas Bakti, Sungai Lereh, Melaka*. (Unpublished). Universiti Teknologi Malaysia Repository. Retrieved from <http://eprints.utm.my/id/eprint/11244/>
- Md Yusof, N. H. (2017). *The effects of job demands and job resources on work stress among administrative staff at College of Business, Universiti Utara Malaysia, Kedah* (Master's thesis, Universiti Utara Malaysia, Kedah, Malaysia). Retrieved from <http://etd.uum.edu.my/6495/>

- Milanowski, A. (2004). The relationship between teacher performance evaluation scores and student achievement: Evidence from Cincinnati. *Peabody Journal of Education*, 79(4), 33-53.
- MOE. (2013). *Pelan Pembangunan Pendidikan Malaysia 2013-2025*. Retrieved from <https://www.moe.gov.my/menumedia/media-cetak/penerbitan/1818-pelan-pembangunan-pendidikan-2013-2025/file>
- Mohd Azam, S. Y. (2018, September 8). *Gegendang cedera akibat ditampar*. My Metro. Retrieved from <https://www.hmetro.com.my/mutakhir/2018/09/375248/gegendang-cedera-akibat-ditampar>
- Mohd Fadzli, A. B., Janet, H. S. C., Irdiana Syeriza, H. & Nazrah, J. (2005, October). *Tekanan guru dalam pendidikan dan resolusi penyelesaiannya*. Paper presented at Seminar Pendidikan 2005, Fakulti Pendidikan, UTM. Retrieved from <https://yyyedu3093.files.wordpress.com/2014/10/kertas-12.pdf>
- Mohd Yaakob, Mohd Faiz & Yunus, Jamal. (2016). The relationship between school culture and professional learning community in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 6, 231-236. 10.6007/IJARBSS/v6-i12/2489
- Nezhad, A. S., & Vahedi, M. (2011). The role of educational psychology in teacher education programs. *Procedia – Social and Behavioral Sciences*, 30, 327-330. <https://doi.org/10.1016/j.sbspro.2011.10.064>
- Noor, M., Omar, M., & Hussin, F. (2017). Hubungan iklim sekolah dan stres guru sekolah menengah di Daerah Kuala Nerus, Terengganu. *Proceedings of the ICECRS*, 1, 39-48. DOI: 10.21070/picecrs.v1i1.573

- Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.). New York: McGraw-Hill.
- Nuradzimmah, D. (2019, April 16). *Education Ministry to increase counsellors to help teachers, students deal with stress*. New Straits Times. Retrieved from <https://www.nst.com.my/news/nation/2019/04/480043/education-ministry-increase-counselors-help-teachers-students-deal-stress>
- OECD. (2020). *How's life? 2020: Measuring well-being*. Paris: OECD Publishing. Retrieved from <https://doi.org/10.1787/9870c393-en>
- Othman, N., & Mohamad, K. A. (2014). Thinking skill education and transformational progress in Malaysia. *International Education Studies*, 7(4), 27–32. doi:10.5539/ies.v7n4p27
- Pallant, J. (2005). *SPSS survival guide*. Crow's Nest, NSW: Allen & Unwin.
- Pallant, J. (2007). *SPSS survival manual* (3rd. ed.) McGrath Hill.
- Picón, A., Castro, I., & Roldán, J. L. (2014). The relationship between satisfaction and loyalty: A mediator analysis. *Journal of Business Research*, 67(5), 746-751.
- Pillay, H., Goddard, R., & Wilss, L. (2005). Well-being, burnout and competence: Implications for teachers. *Australian Journal of Teacher Education*, 30(2), 21-31. <http://dx.doi.org/10.14221/ajte.2005v30n2.3>
- Quinn, A. J. (2005). *School leadership, culture and teacher stress: Implications for problem students* (Doctoral dissertation, Griffith University, Queensland, Australia). Retrieved from <http://hdl.handle.net/10072/366712>
- Rebecca, R. (2018, May 20). *Teachers, drivers of change*. The Star Online. Retrieved from <https://www.thestar.com.my/news/education/2018/05/20/teachers-drivers-of-change>

- Rebecca, R. (2019, May 5). *Education for all*. The Star Online. Retrieved from <https://www.thestar.com.my/news/education/2019/05/05/education-for-all>
- Ritvanen, T., Louhevaara, V., Helin, P., Väisänen, S., & Hänninen, O. (2006). Responses of the autonomic nervous system during periods of perceived high and low work stress in younger and older female teachers. *Applied Ergonomics*, 37, 311-318. 10.1016/j.apergo.2005.06.013
- Robbins, S. P., & Judge, T. A. (2010). *Organizational behaviour* (18th ed.). United Kingdom: Pearson Education Limited.
- Sahlberg, P. (2010). Rethinking accountability in a knowledge society. *Journal of Educational Change*, 11, 45-61. <http://dx.doi.org/10.1007/s10833-008-9098-2>
- Salami, S. O. (2010). Occupational stress and well-being: Emotional intelligence, self-efficacy, coping, negative affectivity and social support as moderators. *The Journal of International Social Research*, 3(12), 387-398. Retrieved from http://www.sosyalarastirmalar.com/cilt3/sayi12pdf/salami_samuel.pdf
- Saxena, A. (2014). Workforce diversity: A key to improve productivity. *Procedia Economics and Finance*, 11, 76-85. Retrieved from [https://doi.org/10.1016/S2212-5671\(14\)00178-6](https://doi.org/10.1016/S2212-5671(14)00178-6)
- Schaufeli, W., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25, 293-315. DOI: 10.1002/job.248
- Schwarzer, R., Mueller, J., & Greenglass, E. (1999). Assessment of perceived general self-efficacy on the Internet: Data collection in cyberspace. *Anxiety Stress and Coping*, 12, 145-161. DOI: 10.1080/10615809908248327

- Sekaran, U., & Bougie, R. (2013). *Research methods for business: A Skill-building approach* (6th ed.). United States of America: John Wiley & Sons, Inc.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
- Shalini, M. S. & Rahman, M. J. (2018). Faktor-faktor yang mempengaruhi stress di kalangan guru. *Prosiding Seminar Kebangsaan Majlis Dekan Pendidikan Universiti Awam 2018*. Retrieved from https://www.unisza.edu.my/medc2018/images/1055-1064_SHALINI_M._SINNIAH__MOHD_JASMY_ABD_RAHMAN.pdf
- Sheith Khidhir, A. B. (2016, Aug 2). *Teachers are people too, says NUTP*. Free Malaysia Today. Retrieved from <https://www.freemalaysiatoday.com/category/nation/2016/08/02/teachers-are-people-too-says-nutp/>
- Shen, X., Yang, Y.-L., Wang, Y., Liu, L., Wang, S., & Wang, L. (2014). The association between occupational stress and depressive symptoms and the mediating role of psychological capital among Chinese university teachers: A cross-sectional study. *BMC Psychiatry*, 14, 329. <https://doi.org/10.1186/s12888-014-0329-1>
- Silvia, S., Panari, C., Guglielmi, D., & Fraccaroli, F. (2012). Teachers' well-being and effectiveness: The role of the interplay between job demands and job resources. *Procedia - Social and Behavioral Sciences*, 79, 729-738. [10.1016/j.sbspro.2012.11.467](https://doi.org/10.1016/j.sbspro.2012.11.467)

- Sirat, S. (2016). Does teacher quality affect student achievement? An empirical study in Indonesia. *Journal of Education and Practice*, 7(27). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1115867.pdf>
- Siti Nur Mas Erah, A. (2018, November 29). *Education Ministry aims to reduce student dropout rate to 0.27 per cent next year*. New Straits Times. Retrieved from <https://www.nst.com.my/news/nation/2018/11/435782/education-ministry-aims-reduce-student-dropout-rate-027-cent-next-year>
- Skaalvik, E., & Skaalvik, S. (2009). Does school context matter? Relations with teacher burnout and job satisfaction. *Teaching and Teacher Education*, 25, 518-524. DOI: 10.1016/j.tate.2008.12.006
- Skaalvik, E., & Skaalvik, S. (2015). Job satisfaction, stress and coping strategies in the teaching profession—What do teachers say? *International Education Studies*, 8(3), 181-192. DOI: 10.5539/ies.v8n3p181
- Skaalvik, E., & Skaalvik, S. (2016). Teacher stress and teacher self-efficacy as predictors of engagement, emotional exhaustion, and motivation to leave the teaching profession. *Creative Education*, 7, 1785-1799. DOI: 10.4236/ce.2016.713182
- Skaalvik, E., & Skaalvik, S. (2018). Job demands and job resources as predictors of teacher motivation and well-being. *Social Psychology of Education*, 21, 1251-1275. DOI: 10.1007/s11218-018-9464-8
- Skaalvik, E., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27, 1029-1038. DOI: 10.1016/j.tate.2011.04.001

- Sun, R., & Shek, D. (2012). Student classroom misbehavior: An exploratory study based on teachers' perceptions. *The Scientific World Journal*, 2012, 1-8. DOI: 10.1100/2012/208907
- Sun, W., Chou, C. P., Stacy, A. W., Ma, H., Unger, J., & Gallaher, P. (2007). SAS and SPSS macros to calculate standardized Cronbach's alpha using the upper bound of the phi coefficient for dichotomous items. *Behavior Research Methods*, 39(1), 71-81.
- Tabachnick, B. G., Fidell, L. S., & Ullman, J. B. (2007). *Using multivariate statistics* (Vol. 5). Boston, MA: Pearson.
- Taharim, N. F., Jayasuriya, D. P., Xiang, L. W., & Mazhar, S. F. (2017). Clerical work for school teachers: A burden or a responsibility? *Journal of Humanities, Languages, Culture and Business*, 1(3), 26-36.
- Tai, K. L., Ng, Y. G., & Lim, P.Y. (2019) Systematic review on the prevalence of illness and stress and their associated risk factors among educators in Malaysia. *PLoS ONE*, 14(5). <https://doi.org/10.1371/journal.pone.0217430>
- The HEAD Foundation. (2019). *Dasar pendidikan di Malaysia: Cabaran pelaksanaan dan rundingan dasar*. Retrieved from <https://www.nottingham.edu.my/Education/documents/education-leadership-conference/Policy-Brief-No-7-BM.pdf>
- The Star Online. (2018, Oct 12). *Teachers: Teaching no longer a passion but a burden today*. Retrieved from <https://www.thestar.com.my/news/nation/2018/10/12/teachers-teaching-no-longer-a-passion-but-a-burden-today>

- The Star. (2011, October 11). *Main reason is students' lack of interest in studying, says deputy minister.* Retrieved from <https://www.thestar.com.my/news/nation/2011/10/11/main-reason-is-students-lack-of-interest-in-studying-says-deputy-minister>
- Turner, K., & Thielking, M. (2019). Teacher wellbeing: Its effects on teaching practice and student learning. *Issues in Educational Research*, 29(3), 938-960. Retrieved from <http://www.iier.org.au/iier29/turner2.pdf>
- Uchida, Y., Ogiwara, Y., & Fukushima, S. (2015). Cultural construal of wellbeing: Theories and empirical evidence. In W. Glatzer et al. (Eds), *Global handbook of quality of life* (pp. 823-837). Dordrecht: Springer. DOI: 10.1007/978-94-017-9178-6_38
- Utusan Malaysia. (2009, 21 Oktober). Murid cedera di kepala dipukul guru dengan penyapu.
- Verardi, V., & Croux, C. (2009). Robust regression in Stata. *The Stata Journal*, 9(3), 439-453.
- Wan Mazwati, W. Y., & Norwati, M. (2016). The effectiveness of strategies used by teachers to manage disruptive classroom behaviors: A case study at a religious school in Rawang, Selangor, Malaysia. *IIUM Journal of Educational Studies*, 4(1), 133-150. <https://doi.org/10.31436/ijes.v4i1.87>
- Wersebe, H., Lieb, R., Meyer, A. H., Hofer, P., & Gloster, A. T. (2018). The link between stress, well-being, and psychological flexibility during an Acceptance and Commitment Therapy self-help intervention. *International Journal of Clinical and Health Psychology*, 18, 60-68. <https://doi.org/10.1016/j.ijchp.2017.09.002>

- Wong, Y. H. P., & Zhang, L. F. (2014). Perceived school culture, personality types, and wellbeing among kindergarten teachers in Hong Kong. *Australasian Journal of Early Childhood*, 39, 100-108. <https://doi.org/10.1177/183693911403900213>
- Wright, K. B. (2017). Researching internet-based populations: Advantages and disadvantages of online survey research, online questionnaire authoring software packages, and web survey services. *Journal of Computer-Mediated Communication*, 10(3). <https://doi.org/10.1111/j.1083-6101.2005.tb00259.x>
- Zhu, C. Devos, G. & Li, Y. (2011). Teacher perceptions of school culture and their organizational commitment and well-being in a Chinese school. *Asia Pacific Education Review*, 12(2), 319-328. <https://doi.org/10.1007/s12564-011-9146-0>
- Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). *Business research methods*. The United States of America: South-Western Cengage Learning.

APPENDIX A: APPLICATION LETTER TO THE MOE



KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1-4 BLOK E8, KOMPLEKS KERAJAAN PARCEL E
PUSAT Pentadbiran Kerajaan Persekutuan
62004 PUTRAJAYA

BORANG BPPDP 2(A)

TEL : 03 - 8884 6591
FAXS : 03 - 8884 6579

Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia
Aras 1-4, Blok E8
Kompleks Kerajaan Parcel E
Pusat Pentadbiran Kerajaan Persekutuan
62004 Putrajaya

BAHAGIAN A : Maklumat Diri Penyelidik

| | |
|---------------------------------------|--|
| 1. Nama Penyelidik (seperti dalam KP) | MADIHAH BINTI MUHAMMAD |
| 2. No. Kad Pengenalan | 851102025424 |
| 3. Nama Institusi | UNIVERSITI UTARA MALAYSIA |
| 4. Tajuk Kajian | THE INFLUENCE OF JOB DEMANDS AND JOB RESOURCES ON TEACHERS WELLBEING |

5. Dengan ini saya **MADIHAH BINTI MUHAMMAD** (NO.KP : 851102025424) mengaku bahawa saya akan mematuhi segala syarat yang ditetapkan oleh Kementerian Pendidikan Malaysia. Saya memberi jaminan bahawa satu naskhah laporan / disertasi / tesis yang berkenaan akan dihantar kepada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan melalui Ketua Jabatan / Fakulti saya selepas kajian ini selesai dijalankan.


 Tandatangan Penyelidik

Tarikh: 4/2/2020

BAHAGIAN B : Untuk diisi oleh Penyelia (bagi pelajar kolej dan universiti) atau Ketua Jabatan (Kajian Am dan Lain-lain)

Saya *Khulida Kavana Yahya* telah (menyepak / tidak menyepak) kertas cadangan dan instrumen kajian pemohon ini.

Permohonan ini: ☒ Disokong ☐ Tidak Disokong (jika ada):

UNIVERSITI UTARA MALAYSIA

Penyelidik telah membuat pengakuan bahawa satu naskhah laporan/disertasi / tesis yang berkenaan akan dihantar kepada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan melalui Ketua Jabatan / Fakulti selepas kajian ini selesai dijalankan.


 Tandatangan Penyelia/Ketua Jabatan
 Nama :
 Cap Rasmi :

Tarikh: 4/2/2020

DR. KHULIDA KAVANA YAHYA
 Professor
 Bahagian Pengurusan Sumber Manusia
 Pusat Pengajian Pengurusan Perniagaan
 Kolej Perniagaan
 Universiti Utara Malaysia

APPENDIX B: APPLICATION LETTER TO PPD KOTA SETAR, KEDAH

Madiah binti Muhammad
Master of Human Resource Management
School of Business Management
Universiti Utara Malaysia
Sintok, Kedah

Pegawai Pendidikan Daerah Kota Setar
Negeri Kedah Darul Aman
(i.p.: Kaunselor Pendidikan Daerah)

17 Februari 2020

Tuan/Puan,

KAJIAN MENGENAI "THE INFLUENCE OF JOB DEMANDS AND JOB RESOURCES ON TEACHERS' WELL-BEING"

Dengan hormatnya saya merujuk perkara di atas.

2. Untuk makluman, saya sedang menjalankan kajian mengenai "The Influence of Job Demands and Job Resources on Teacher Well-Being." Tujuan kajian ini dijalankan adalah untuk melihat sejauh mana pengaruh dan kaitan job demands dan job resources terhadap kesejahteraan guru. Selain itu, ia juga bertujuan mengenal pasti dimensi job demands dan job resources yang paling signifikan ke atas kesejahteraan guru.

3. Instrumen soal selidik ini disediakan dalam dwibahasa iaitu Bahasa Melayu dan Bahasa Inggeris. Sehubungan dengan itu, saya ingin memohon kerjasama tuan/puan untuk memanjangkan soal selidik ini kepada 14 buah sekolah seperti yang disenaraikan di bawah. Diharapkan agar responden dapat menjawab soal selidik tersebut sebelum 27 Februari 2020 (Khamis) melalui pautan berikut:

<https://forms.gle/rfpAplaFfp7SGbz5>

| No. | Sekolah | Jumlah Responden yang diperlukan |
|--------------------|---|----------------------------------|
| 1. | Sekolah Kebangsaan Dato' Shaari | 28 |
| 2. | Sekolah Kebangsaan Mengong | 47 |
| 3. | Sekolah Kebangsaan Jalan Pegawai | 38 |
| 4. | Sekolah Kebangsaan Dato' Wan Mohd Saman | 33 |
| 5. | Sekolah Kebangsaan Hj Hassan Itam | 35 |
| 6. | Sekolah Kebangsaan Taman Uda | 38 |
| 7. | Sekolah Kebangsaan Taman Rakyat | 38 |
| 8. | Sekolah Kebangsaan Seri Perdana | 33 |
| 9. | Sekolah Kebangsaan Peremba | 33 |
| 10. | Sekolah Kebangsaan Jalan Datuk Kumbor | 33 |
| 11. | Sekolah Kebangsaan Taman Aman | 28 |
| 12. | Sekolah Kebangsaan Taman Bersatu | 28 |
| 13. | Sekolah Kebangsaan Wan Abdul Samad | 30 |
| 14. | Sekolah Kebangsaan Pokok Sena | 28 |
| Jumlah Keseluruhan | | 470 |

4. Semua maklumat yang terkandung dalam soal selidik ini adalah sulit dan akan digunakan bagi tujuan penyelidikan ini sahaja. Soal kaji selidik ini akan mengambil masa lebih kurang 5 hingga 10 minit. Sekiranya terdapat sebarang maklum/balas atau pertanyaan berhubung perkara ini, pihak tuan/puan boleh menghubungi saya melalui emel madiah.muhd@gmail.com atau di talian 016-2099842.

Perhatian dan kerjasama tuan/puan berhubung perkara ini amat dihargai dan didahului dengan ucapan terima kasih.

Sekian.


(MADIAH BINTI MUHAMMAD)
Master of Human Resource Management
School of Business Management
Universiti Utara Malaysia

APPENDIX C: APPROVAL LETTER



KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1-4, BLOK ES
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62004 PUTRAJAYA

TEL : 0300040591
FAXS : 0300040579

Ruj. Kami : KPM.600-3/2/3-eras(6704)
Tarikh : 17 Februari 2020

MADIHAH BINTI MUHAMMAD
NO. KP : 861102026424

NO.4004 TAMAN DELIMA JAYA, JALAN DATUK KUMBAR
5300 ALOR SETAR
KEDAH

Tuan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PENDIDIKAN GURU, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan.

" THE INFLUENCE OF JOB DEMANDS AND JOB RESOURCES ON TEACHERS WELL-BEING "

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengawas / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari 18 Februari 2020 hingga 1 April 2020 .

5. Tuan dikehendaki menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini. Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

Ketua Sektor
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN KEDAH

* SURAT INI DIJANA OLEH KOMPUTER DAN TIADA TANDATANGAN DIPERLUKAN *

APPENDIX D: QUESTIONNAIRE



SCHOOL OF BUSINESS MANAGEMENT
UNIVERSITI UTARA MALAYSIA
MASTER OF HUMAN RESOURCE MANAGEMENT

THE INFLUENCE OF JOB DEMANDS AND JOB RESOURCES ON TEACHERS' WELL-BEING

Dear Respondent,

I am a Master of Human Resource Management (HRM) student at School of Business Management, Universiti Utara Malaysia. I am currently conducting a research on the influence of job demands and job resources on teachers' well-being at national primary school in Malaysia. Your participation in this survey is highly valued as your input would contribute to improve management practices in the future.

Your participation is voluntary and please be assured that the information will be conducted with utmost confidentiality. The findings of this research will be used for academic purposes only. I would be grateful if you could spare about 5 - 10 minutes to answer this questionnaire. I look forward to your kind response and thank you very much for your time and cooperation.

If you have any questions or queries regarding this study, do not hesitate to contact me at madihah.muhd@gmail.com.

[Section A: Demographic Profile]

Please tick (✓) next to the word or phrase that best matches your response.

1. Gender

| | |
|--------------------------|--------|
| <input type="checkbox"/> | Male |
| <input type="checkbox"/> | Female |

2. Age

| | |
|--------------------------|-------------------|
| <input type="checkbox"/> | 21 - 30 years old |
| <input type="checkbox"/> | 31 - 40 years old |
| <input type="checkbox"/> | 41 - 50 years old |
| <input type="checkbox"/> | Over 51 years old |

3. Ethnic

| | |
|--------------------------|---------|
| <input type="checkbox"/> | Malay |
| <input type="checkbox"/> | Chinese |
| <input type="checkbox"/> | Indian |
| <input type="checkbox"/> | Others |

4. Marital Status

| | |
|--------------------------|----------|
| <input type="checkbox"/> | Single |
| <input type="checkbox"/> | Married |
| <input type="checkbox"/> | Widowed |
| <input type="checkbox"/> | Divorced |

5. Highest academic qualification

| | |
|--------------------------|------------------------------|
| <input type="checkbox"/> | SPM / MCE / STP / STPM |
| <input type="checkbox"/> | Diploma |
| <input type="checkbox"/> | Bachelor Degree |
| <input type="checkbox"/> | Master's degree |
| <input type="checkbox"/> | PhD |
| <input type="checkbox"/> | Others, please indicate..... |

6. Teaching experience

| | |
|--------------------------|--------------------|
| <input type="checkbox"/> | Less than 10 years |
| <input type="checkbox"/> | 10 – 20 years |
| <input type="checkbox"/> | 21 – 30 years |
| <input type="checkbox"/> | More than 30 years |

[Section B: Job Demands]

Please read each statement carefully and then indicate the extent to which you agree or disagree by ticking (✓) on the appropriate number. The number describes how you feel about the statements on a scale of 1 (Completely disagree) to 6 (Completely agree).

Sila baca setiap pernyataan berikut dengan teliti dan tandakan (✓) pada skala yang menggambarkan perasaan anda.

| | | |
|--|--|---|
| 1 Completely Disagree <i>Tidak bersetuju sepenuhnya</i> | | 6 Completely Agree <i>Bersetuju sepenuhnya</i> |
|--|--|---|

| Time Pressure | | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------|--|---|---|---|---|---|---|
| 1. | Preparation for teaching must often be done after working hours. <i>Persediaan untuk pengajaran perlu selalu dilakukan selepas waktu kerja.</i> | | | | | | |
| 2. | Life at school is hectic and there is no time for rest and recovery. <i>Kehidupan di sekolah sangat sibuk dan tiada masa untuk berehat dan mengembalikan tenaga.</i> | | | | | | |
| 3. | Meetings, administrative work, and documentation take much of the time that should be used for teaching preparation. <i>Mesyuarat, kerja pentadbiran dan dokumentasi mengambil banyak masa yang sepatutnya digunakan untuk persediaan mengajar.</i> | | | | | | |
| 4. | Teachers are loaded with work. <i>Guru dibebani dengan banyak kerja.</i> | | | | | | |

| Time Pressure | | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|---|---|---|---|---|---|---|
| 5. | To provide a good education, teachers would need more time with the students and for preparing their teaching. <i>Untuk memberi pendidikan yang terbaik, guru perlu meluangkan lebih banyak masa bersama pelajar dan melakukan persediaan mengajar</i> | | | | | | |
| Discipline Problem | | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | My teaching is often disrupted by students who lack discipline. <i>Pengajaran saya sering diganggu oleh pelajar yang kurang berdisiplin.</i> | | | | | | |
| 2. | Some students with behavioral problems make it difficult to carry out lessons as planned. <i>Sesetengah pelajar yang mempunyai masalah tingkah laku menyebabkan sukar untuk melaksanakan pembelajaran yang telah dirancang.</i> | | | | | | |
| 3. | Controlling students' behavior takes a lot of time and effort. <i>Mengawal tingkah laku pelajar mengambil masa yang banyak dan usaha yang berterusan.</i> | | | | | | |
| Low Student Motivation | | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | Many of my students show little interest in schoolwork. <i>Ramai pelajar saya menunjukkan minat yang sedikit dalam melakukan kerja sekolah.</i> | | | | | | |
| 2. | Many of my students give up once they meet a challenge. <i>Ramai pelajar saya berputus asa apabila mereka menghadapi cabaran.</i> | | | | | | |

| Low Student Motivation | | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|--|---|---|---|---|---|---|
| 3. | I find it difficult to make all students work seriously with schoolwork. <i>Saya merasa sukar untuk membuat semua pelajar bersungguh untuk melakukan kerja sekolah.</i> | | | | | | |
| 4. | Many of my students show little effort at schoolwork. <i>Ramai pelajar saya kurang mempamerkan usaha melakukan kerja sekolah.</i> | | | | | | |



[Section C: Job Resources]

Please read each statement carefully and then indicate the extent to which you agree or disagree by ticking (✓) on the appropriate number. The number describes how you feel about the statements on a scale of 1 (Completely disagree) to 6 (Completely agree).

Sila baca setiap pernyataan berikut dengan teliti dan tandakan (✓) pada skala yang menggambarkan perasaan anda.

| | | |
|--|--|---|
| 1 Completely Disagree <i>Tidak bersetuju sepenuhnya</i> | | 6 Completely Agree <i>Bersetuju sepenuhnya</i> |
|--|--|---|

| Supportive Colleagues | | 1 | 2 | 3 | 4 | 5 | 6 |
|-----------------------|---|---|---|---|---|---|---|
| 1. | In educational matters, I can always get good help from my colleagues. <i>Dalam urusan pendidikan, saya sentiasa boleh mendapatkan bantuan daripada rakan sekerja</i> | | | | | | |
| 2. | The relations among the colleagues at this school are characterized by friendliness and a concern for each other. <i>Hubungan antara rakan sekerja di sekolah ini mempunyai ciri keramahan dan saling mengambil berat antara satu sama lain.</i> | | | | | | |
| 3. | Teachers at this school help and support each other. <i>Guru di sekolah ini saling membantu dan menyokong antara satu sama lain.</i> | | | | | | |
| Supervisory Support | | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | In educational matters, I can always get help and advice from the school leadership. <i>Dalam urusan pendidikan, saya sentiasa boleh mendapatkan bantuan dan nasihat daripada kepimpinan sekolah.</i> | | | | | | |

| Supervisory Support | | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------------------|--|---|---|---|---|---|---|
| 2. | My relationship with the school leadership is one of mutual trust and respect. <i>Hubungan saya dan kepimpinan sekolah berasaskan kepercayaan dan hormat.</i> | | | | | | |
| 3. | The school leadership is supportive and praises good work. <i>Kepimpinan sekolah ini menyokong dan memuji kerja yang baik.</i> | | | | | | |
| Collective School Culture | | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | The teachers and the school administration at this school have a common understanding of the direction in which the school should be developed. <i>Guru-guru dan pentadbiran sekolah ini mempunyai pemahaman yang sama mengenai hala tuju dan arah pembangunan sekolah.</i> | | | | | | |
| 2. | The teachers at this school have a shared perception of goals and means of the school development. <i>Para guru di sekolah ini mempunyai persepsi yang sama mengenai matlamat dan cara membangunkan sekolah.</i> | | | | | | |
| 3. | The teachers at this school practice a common set of norms and rules. <i>Guru-guru di sekolah ini mengamalkan norma dan peraturan yang sama.</i> | | | | | | |

| Value Consonance | | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------|--|---|---|---|---|---|---|
| 1. | My educational values are in accordance with the values which are emphasized at this school. <i>Nilai pendidikan saya selaras dengan nilai yang ditekankan di sekolah ini.</i> | | | | | | |
| 2. | My colleagues and I have the same opinion about what is important in education. <i>Saya dan rakan sekerja mempunyai pandangan yang sama mengenai apa yang penting dalam pendidikan.</i> | | | | | | |
| 3. | I feel that this school shares my view of what constitutes good teaching. <i>Saya merasakan bahawa sekolah ini berkongsi pandangan sama dengan saya mengenai aspek yang penting dalam pendidikan.</i> | | | | | | |

[Section D: Well-being]

Please read each statement carefully and then indicate the extent to which you agree or disagree by ticking (✓) on the appropriate number. The number describes how you feel about the statements on a scale of 1 (Completely disagree) to 6 (Completely agree).

Sila baca setiap pernyataan berikut dengan teliti dan tandakan (✓) pada skala yang menggambarkan perasaan anda.

| | | |
|--|--|---|
| 1 Completely Disagree <i>Tidak bersetuju sepenuhnya</i> | | 6 Completely Agree <i>Bersetuju sepenuhnya</i> |
|--|--|---|

| Emotional Exhaustion | | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------------|--|---|---|---|---|---|---|
| 1. | I feel emotionally drained from my work. <i>Secara emosinya, saya berasa tidak berdaya disebabkan kerja saya.</i> | | | | | | |
| 2. | I feel used up at the end of the workday. <i>Saya berasa kehabisan tenaga di akhir waktu bertugas.</i> | | | | | | |
| 3. | I feel fatigued when I get up in the morning and have to face another day on the job. <i>Saya berasa tidak bermaya bila bangun dari tidur dan terpaksa berhadapan dengan satu hari lagi dengan tugas.</i> | | | | | | |
| 4. | Working with people all day is really a strain for me. <i>Bekerja dengan orang sepanjang hari sangat menekan diri saya.</i> | | | | | | |
| 5. | I feel burned out from my work. <i>Saya merasa terlalu penat dengan kerja yang saya lakukan.</i> | | | | | | |

| Emotional Exhaustion | | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------------|---|---|---|---|---|---|---|
| 6. | I feel frustrated by my job. <i>Saya merasa kecewa dengan kerja saya.</i> | | | | | | |
| 7. | I feel I'm working too hard on my job. <i>Saya rasa saya bekerja terlalu kuat dalam kerja saya.</i> | | | | | | |
| 8. | Working with people directly puts too much stress on me. <i>Bekerja dengan orang secara langsung memberi tekanan kepada saya.</i> | | | | | | |
| 9. | I feel like I'm at the end of my rope. <i>Saya rasa saya berada di jalan buntu.</i> | | | | | | |
| Depressed Mood | | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | During this school year, I was very much bothered by the feeling of hopelessness. <i>Pada tahun ini, saya sering terganggu dengan perasaan putus asa.</i> | | | | | | |
| 2. | During this school year, I was very much bothered with anxiety. <i>Pada tahun ini, saya sering terganggu dengan kebimbangan.</i> | | | | | | |
| 3. | During this school year, I was very much bothered with depression. <i>Pada tahun ini, saya sering terganggu dengan kemurungan.</i> | | | | | | |
| 4. | During this school year, I was very much bothered by the feeling of uselessness. <i>Pada tahun ini, saya sering terganggu dengan perasaan tidak berguna.</i> | | | | | | |

| Depressed Mood | | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------------|---|---|---|---|---|---|---|
| 5. | During this school year, I was very much bothered with worry. <i>Pada tahun ini, saya sering terganggu dengan kerisauan.</i> | | | | | | |
| Psychosomatic Responses | | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | During this school year, I was very much bothered by pain in my neck, back, or shoulders. <i>Pada tahun ini, saya sering terganggu dengan rasa sakit di bahagian leher, belakang dan bahu.</i> | | | | | | |
| 2. | During this school year, I was very much bothered by digestion problems. <i>Pada tahun ini, saya sering terganggu dengan masalah penghadaman.</i> | | | | | | |
| 3. | During this school year, I was very much bothered by headache. <i>Pada tahun ini, saya sering terganggu dengan sakit kepala.</i> | | | | | | |
| 4. | During this school year, I was very much bothered by dizziness. <i>Pada tahun ini, saya sering terganggu dengan rasa pening.</i> | | | | | | |
| 5. | During this school year, I was very much bothered by sleeping problems. <i>Pada tahun ini, saya sering terganggu dengan masalah tidur.</i> | | | | | | |

The End.
Thank you for your time.

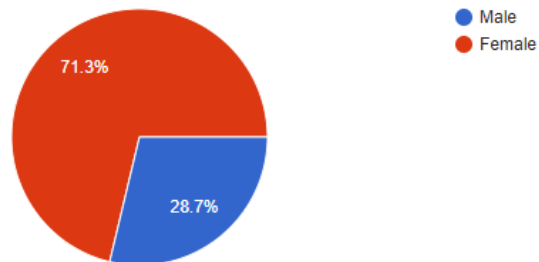
Tamat.
Terima kasih atas kerjasama anda.

APPENDIX E: PROFILE OF RESPONDENTS

Section A: Demographic Profile

1. Gender

261 responses



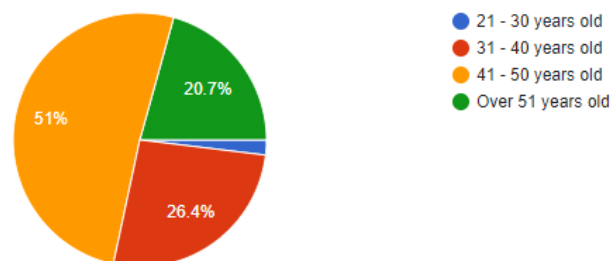
3. Ethnic

261 responses



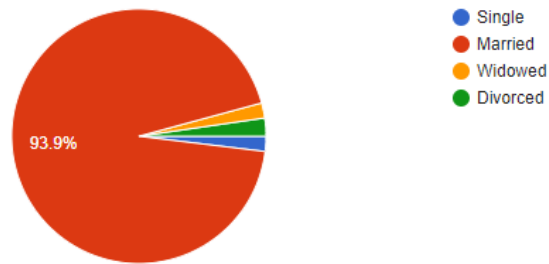
2. Age

261 responses



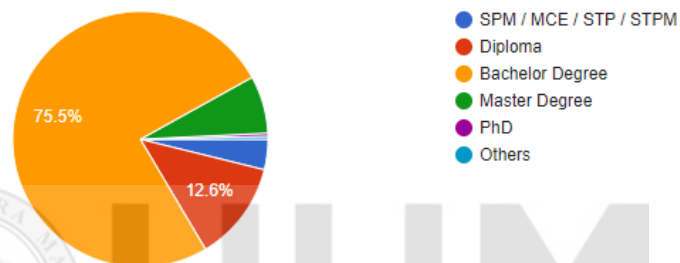
4. Marital Status

261 responses



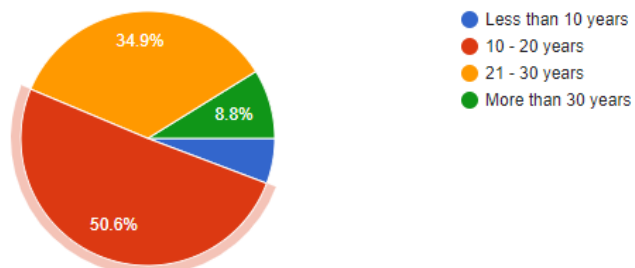
5. Highest academic qualification

261 responses



6. Teaching experience

261 responses

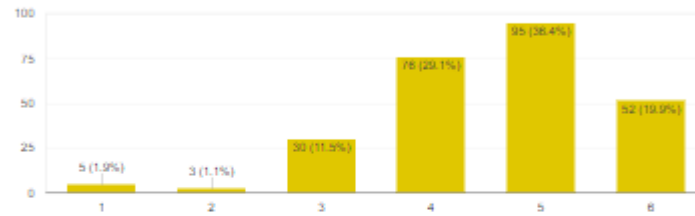


Section B: Job Demands

Time Pressure

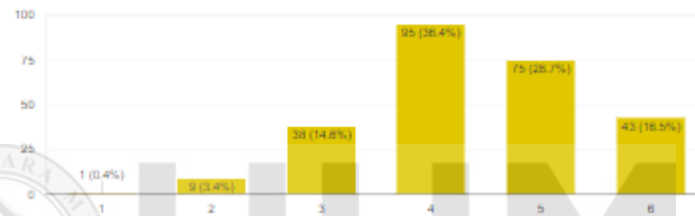
1. Preparation for teaching must often be done after working hours. (Persediaan untuk pengajaran perlu selalu dilakukan selepas waktu kerja).

251 responses



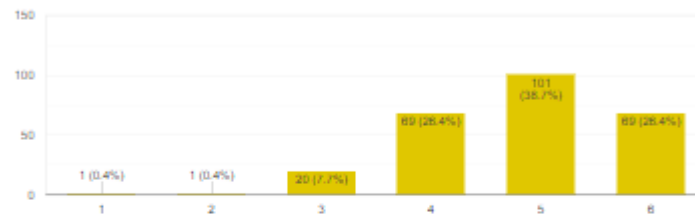
2. Life at school is hectic and there is no time for rest and recovery. (Kehidupan di sekolah sangat sibuk dan tiada masa untuk berehat dan mengembalikan tenaga).

251 responses



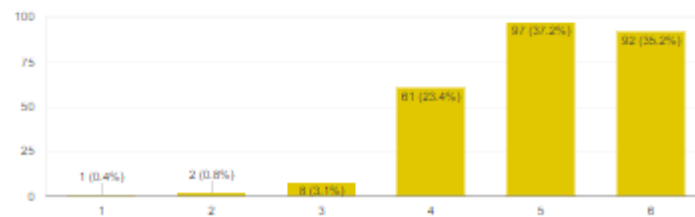
3. Meetings, administrative work, and documentation take much of the time that should be used for teaching preparation. (Mesyuarat, kerja pentadbiran dan dokumentasi mengambil banyak masa yang sepatutnya digunakan untuk persediaan mengajar).

251 responses



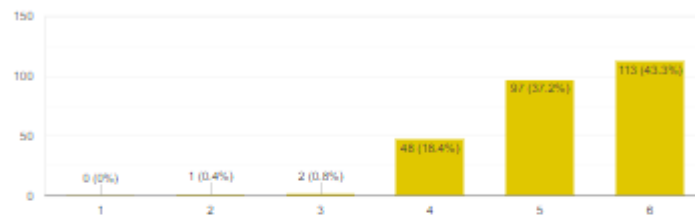
4. Teachers are loaded with work. (Guru dibebani dengan banyak kerja).

251 responses



6. To provide a good education, teachers would need more time with the students and for preparing their teaching. (Untuk memberi pendidikan yang terbaik, guru perlu meluangkan lebih banyak masa bersama pelajar dan melakukan persediaan mengajar).

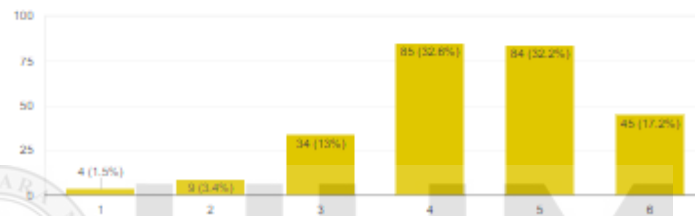
261 responses



Discipline Problem

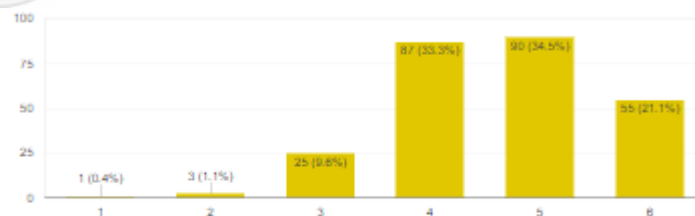
1. My teaching is often disrupted by students who lack discipline. (Pengajaran saya sering diganggu oleh pelajar yang kurang berdisiplin).

261 responses



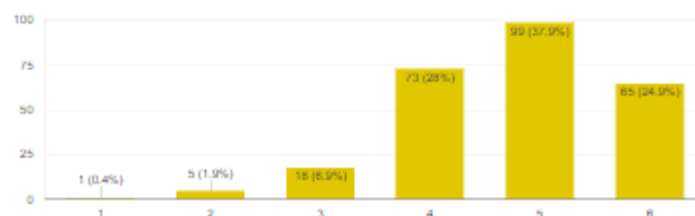
2. Some students with behavioral problems make it difficult to carry out lessons as planned. (Seorang pelajar yang mempunyai masalah tingkah laku menyebabkan sukar untuk melaksanakan pembelajaran yang telah dirancang).

261 responses



3. Controlling students' behavior takes a lot of time and effort. (Mengawal tingkah laku pelajar mengambil masa yang banyak dan usaha yang berterusan).

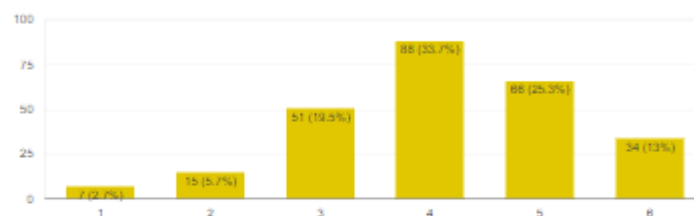
261 responses



Low Student Motivation

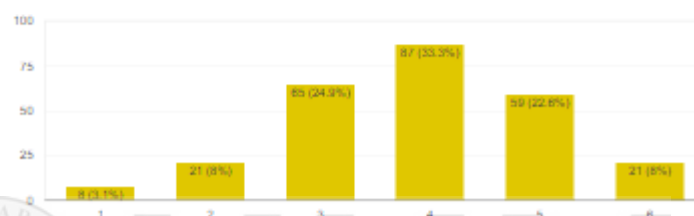
1. Many of my students show little interest in schoolwork. (Ramai pelajar saya menunjukkan minat yang sedikit dalam melakukan kerja sekolah).

251 responses



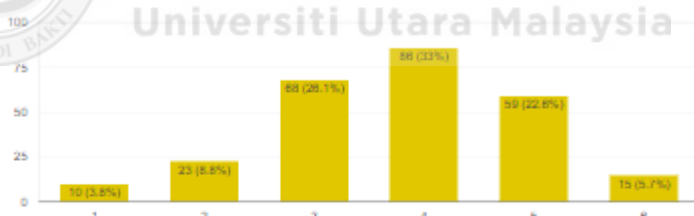
2. Many of my students give up once they meet a challenge. (Ramai pelajar saya berputus asa apabila mereka menghadapi cabaran).

251 responses



3. I find it difficult to make all students work seriously with schoolwork. (Saya merasa sukar untuk membuat semua pelajar bersungguh untuk melakukan kerja sekolah).

251 responses



4. Many of my students show little effort at schoolwork. (Ramai pelajar saya kurang mempamerkan usaha melakukan kerja sekolah).

251 responses

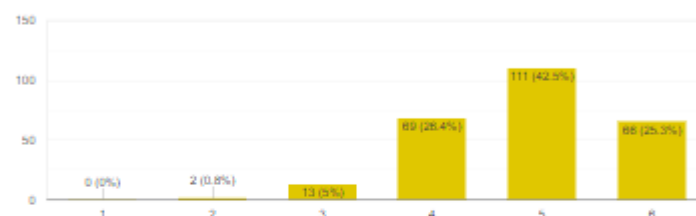


Section C: Job Resources

Supportive Colleagues

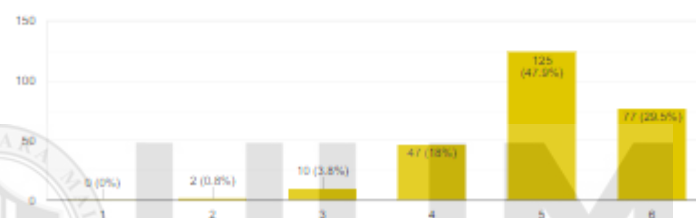
1. In educational matters, I can always get good help from my colleagues. (Dalam urusan pendidikan, saya sentiasa boleh mendapatkan bantuan daripada rakan sekerja).

261 responses



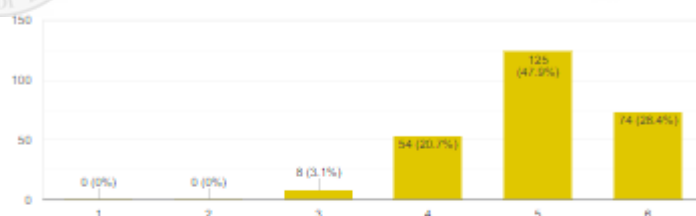
2. The relations among the colleagues at this school are characterized by friendliness and a concern for each other. (Hubungan antara rakan sekerja di sekolah ini mempunyai ciri keramahan dan saling mengambil berat antara satu sama lain).

261 responses



3. Teachers at this school help and support each other. (Guru di sekolah ini saling membantu dan menyokong antara satu sama lain).

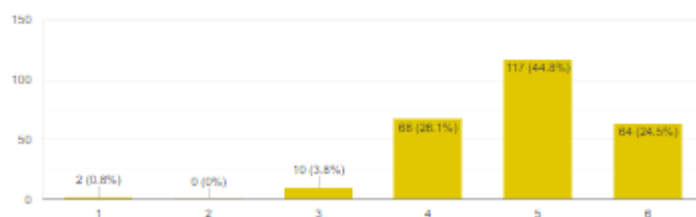
261 responses



Supervisory Support

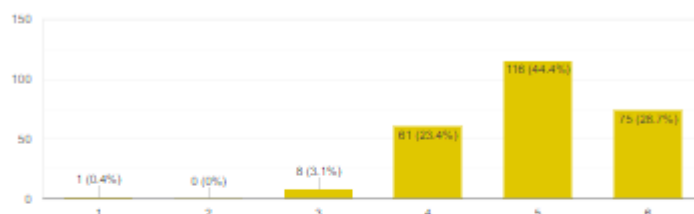
1. In educational matters, I can always get help and advice from the school leadership. (Dalam urusan pendidikan, saya sentiasa boleh mendapatkan bantuan dan nasihat daripada kepimpinan sekolah).

261 responses



2. My relationship with the school leadership is one of mutual trust and respect. (Hubungan saya dan kepimpinan sekolah berasaskan kepercayaan dan hormat).

261 responses



3. The school leadership is supportive and praises good work. (Kepimpinan sekolah ini menyokong dan memuji kerja yang baik).

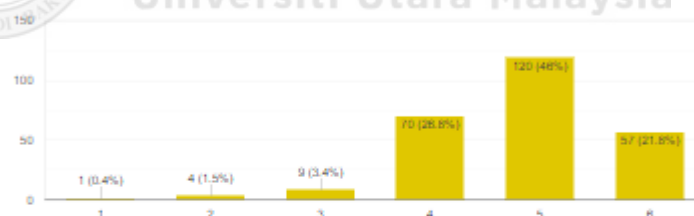
261 responses



Collective School Culture

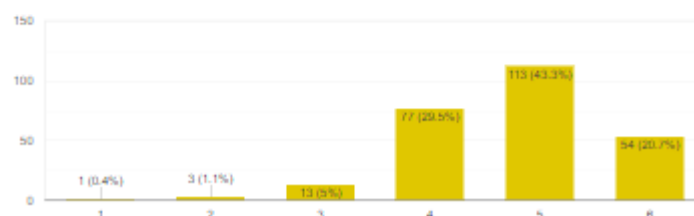
1. The teachers and the school administration at this school have a common understanding of the direction in which the school should be developed. (Guru-guru dan pentadbiran sekolah ini mempunyai pemahaman yang sama mengenai hala tuju dan arah pembangunan sekolah).

261 responses



2. The teachers at this school have a shared perception of goals and means of the school development. (Para guru di sekolah ini mempunyai persepsi yang sama mengenai matlamat dan cara membangunkan sekolah).

261 responses



3. The teachers at this school practice a common set of norms and rules. (Guru-guru di sekolah ini mengamalkan norma dan peraturan yang sama).

251 responses



Value Consonance

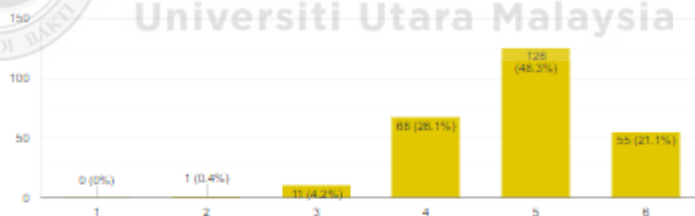
1. My educational values are in accordance with the values which are emphasized at this school. (Nilai pendidikan saya selaras dengan nilai yang ditekankan di sekolah ini).

251 responses



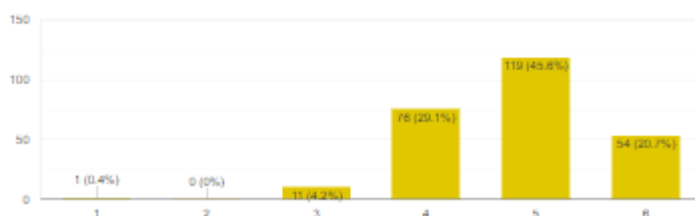
2. My colleagues and I have the same opinion about what is important in education. (Saya dan rakan sekerja mempunyai pandangan yang sama mengenai apa yang penting dalam pendidikan).

251 responses



3. I feel that this school shares my view of what constitutes good teaching. (Saya merasakan bahawa sekolah ini berkongsi pandangan sama dengan saya mengenai aspek yang penting dalam pendidikan).

251 responses

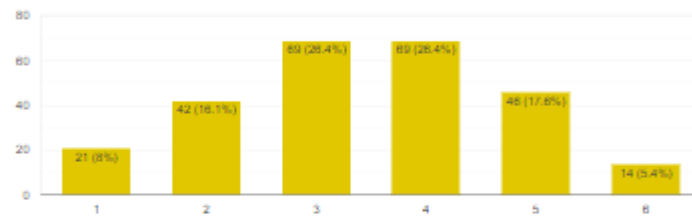


Section D: Well-being

Emotional Exhaustion

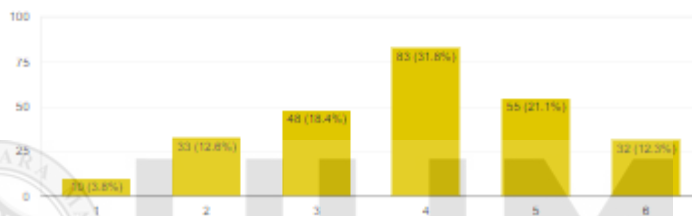
1. I feel emotionally drained from my work. (Secara emosinya, saya berasa tidak berdaya disebabkan kerja saya).

251 responses



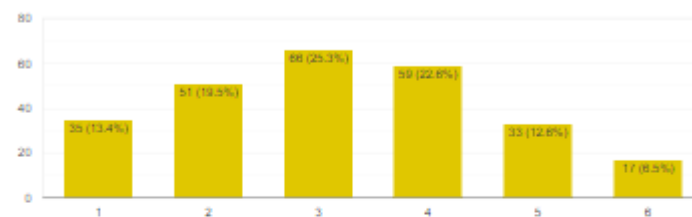
2. I feel used up at the end of the workday. (Saya berasa kehabisan tenaga di akhir waktu bertugas).

251 responses



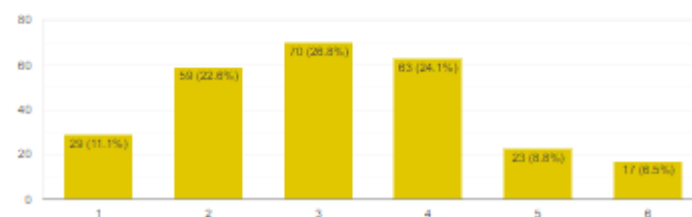
3. I feel fatigued when I get up in the morning and have to face another day on the job. (Saya berasa tidak bermaya bila bangun dari tidur dan terpaksa berhadapan dengan satu hari lagi dengan tugas).

251 responses



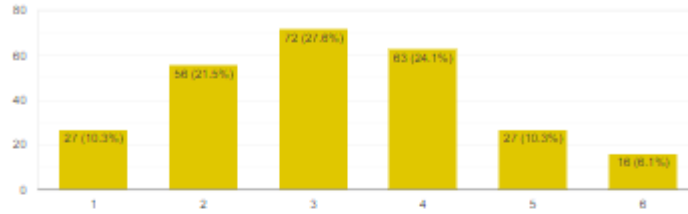
4. Working with people all day is really a strain for me. (Bekerja dengan orang sepanjang hari sangat menekan diri saya).

251 responses



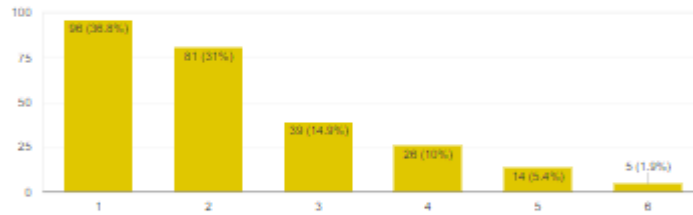
6. I feel burned out from my work. (Saya merasa terlalu penat dengan kerja yang saya lakukan).

251 responses



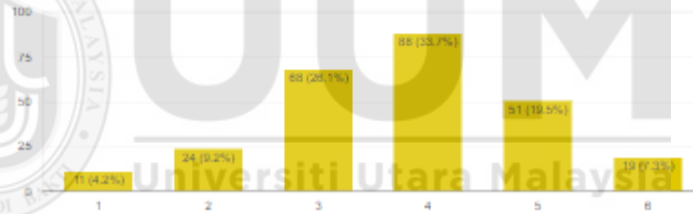
6. I feel frustrated by my job. (Saya merasa kecewa dengan kerja saya).

251 responses



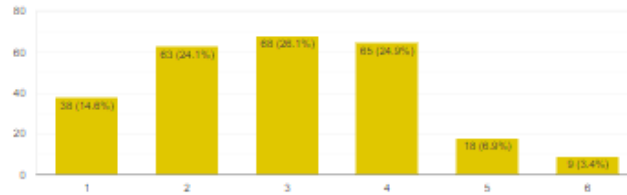
7. I feel I'm working too hard on my job. (Saya rasa saya bekerja terlalu kuat dalam kerja saya).

251 responses



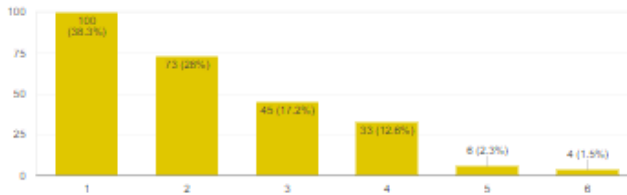
8. Working with people directly puts too much stress on me. (Bekerja dengan orang secara langsung memberi tekanan kepada saya).

251 responses



9. I feel like I'm at the end of my rope. (Saya rasa saya berada di jalan buntu).

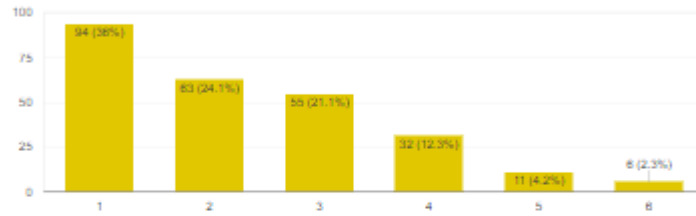
251 responses



Depressed Mood

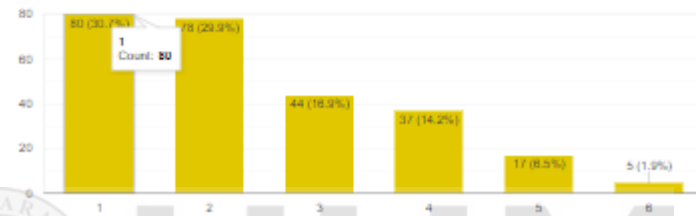
1. During this school year, I was very much bothered by the feeling of hopelessness. (Pada tahun ini, saya sering terganggu dengan perasaan putus asa).

261 responses



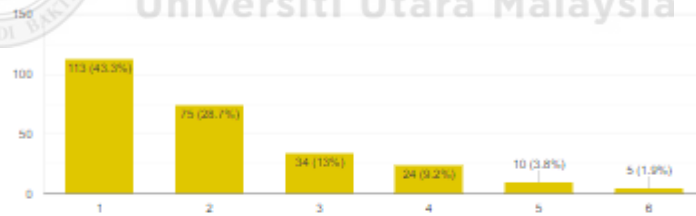
2. During this school year, I was very much bothered with anxiety. (Pada tahun ini, saya sering terganggu dengan kebimbangan).

261 responses



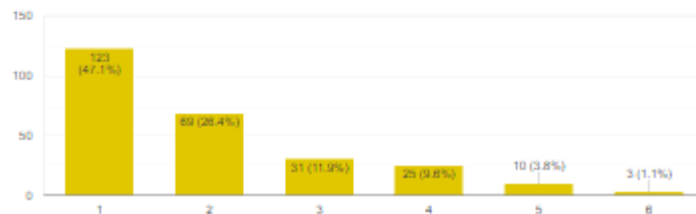
3. During this school year, I was very much bothered with depression. (Pada tahun ini, saya sering terganggu dengan kemurungan).

261 responses



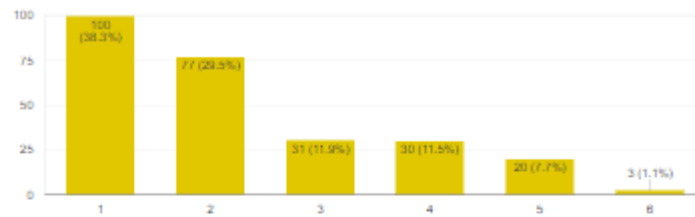
4. During this school year, I was very much bothered by the feeling of uselessness. (Pada tahun ini, saya sering terganggu dengan perasaan tidak berguna).

261 responses



6. During this school year, I was very much bothered with worry. (Pada tahun ini, saya sering terganggu dengan kerisauan).

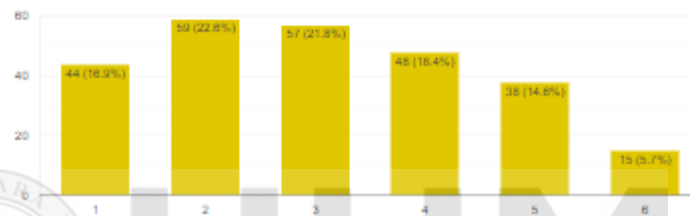
251 responses



Psychosomatic Responses

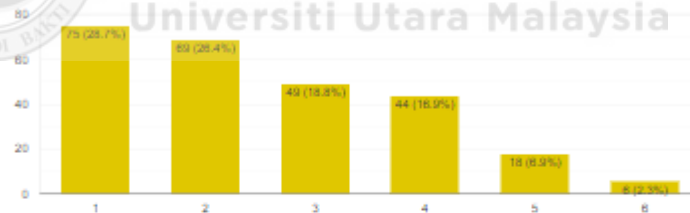
1. During this school year, I was very much bothered by pain in my neck, back, or shoulders. (Pada tahun ini, saya sering terganggu dengan rasa sakit di bahagian leher, belakang dan bahu).

251 responses



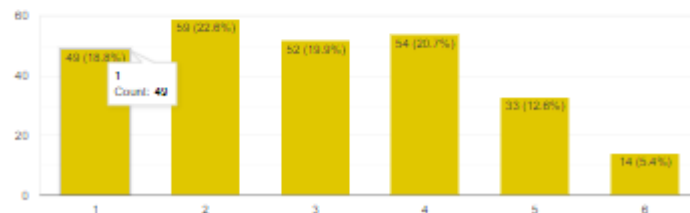
2. During this school year, I was very much bothered by digestion problems. (Pada tahun ini, saya sering terganggu dengan masalah penghadaman).

251 responses



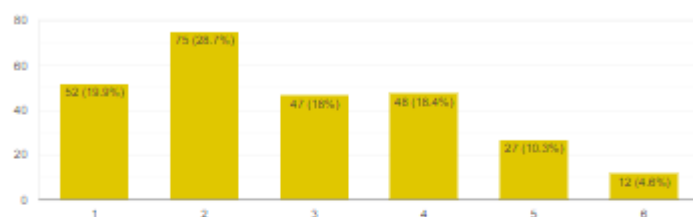
3. During this school year, I was very much bothered by headache. (Pada tahun ini, saya sering terganggu dengan sakit kepala).

251 responses



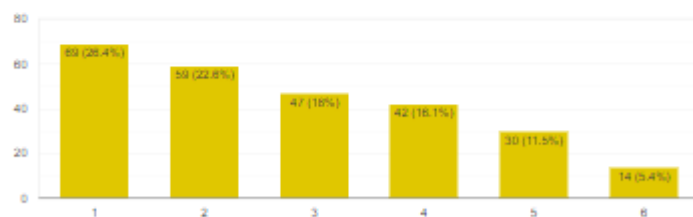
4. During this school year, I was very much bothered by dizziness. (Pada tahun ini, saya sering terganggu dengan rasa pening).

251 responses



6. During this school year, I was very much bothered by sleeping problems. (Pada tahun ini, saya sering terganggu dengan masalah tidur).

251 responses



Thank you for your time.



UUM
Universiti Utara Malaysia